

Title	The Underground Railroad: Yesterday and Today, Related Issues
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Date	7-24-01
School	Chesterton High School
City/state	Chesterton, IN 46304
Topic (Overall theme)	Students will use their knowledge of the Underground Railroad prior to the Civil War to address migration issues facing the United States today.
Classroom sessions or estimated time	Two 90-minute blocks or four 50 minute class periods.
Grade Level(s)	9-12
Purpose	The purpose is to allow students to connect historical knowledge (Underground Railroad) to migration issues facing America today.
* Geography Standards Addressed	<p>2-How to use mental maps to organize information about people, places, and environments in a spatial context</p> <p>9-The characteristics, distribution, and migration of human populations on earth's surface</p> <p>13-How the forces of cooperation and conflict among people influence the division and control of earth's surface</p>
* Indiana Social Studies Academic Standards addressed	<p>WG.1.7-Explain that people develop their own mental maps, or personal perceptions of places in the world, that their experiences influence their perceptions, and these perceptions tend to influence their decision-making.</p> <p>WG.4.2-Develop maps of human migration and settlement patterns at different times in history, and compare to the present.</p> <p>WG.4.3-Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time.</p> <p>WG.4.12-Classify the world's countries in terms of levels of economic development, as determined by Gross Domestic Product per capita and key demographic and social indicators. Map and analyze the results.</p> <p>WG.4.16-Point out specific situations where human or cultural factors are involved in global conflict situations and identify different viewpoints in the conflict: create scenarios under which these cultural factors would no longer trigger conflict.</p> <p>WG.6.3-Identify major patterns of human migration, both in the past and present.</p> <p>USH.1.3- Review and summarize key events and developments in the following periods of United</p>

	<p>diagram on the overhead projector. This will contrast the groups with the escaped slaves of the old South. Put your group's name on the first section, similarities in the middle and escaped slaves on the last section. A VENN diagram is two overlapping circles drawn on a sheet of paper. Put a line above the left section, label the overlapped middle section with SIMILARITIES, and label the right section with ESCAPED SLAVES. Make an overhead transparency of the drawing. Have the students brainstorm to complete the diagram on the overhead.</p> <p>7. After each group has presented, lead a discussion of the material. Some lead-off questions might include:</p> <ul style="list-style-type: none"> ◆ Which group most resembles the escaped slaves? Why? ◆ Which group faces the most challenges? Why ◆ Which group would rather be a part of if you had to be a part of one? ◆ Any pertinent question that arises.
*Teaching Strategies	<p>Large group instruction Independent research Direct instruction Cooperative learning Peer learning</p>
*Assessments (key questions to simulate critical thinking)	<p>*Discussion *Power Point Presentation rubric, I found a good rubric at http://www.uni.edu/profdev/rubrics/pptrubric.html *A great presentation rubric can be found at http://www.ncsu.edu/midlink/rub.pres.html *Essay: DOES HISTORY REPEATS ITSELF? Discuss how the various groups of illegal immigrants of today resemble the escaping slaves of the antebellum South.</p>
Adaptations and/or Extensions	<p>I found an interesting article about slave reparations. This is an enticing subject for 11th graders to use for a Socratic Seminar. The article comes out of <u>The Indianapolis Star</u>, December 31, 2000. Its title is "Movement to pay reparations for slavery's legacy gains momentum".</p>

